

**Nova Scotia Department of Education
Annual Accountability Report
For the Fiscal Year 2004–2005**

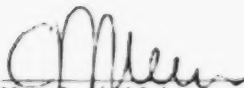
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Accountability Statement

The accountability report of the Department of Education for the year ending March 31, 2005, is prepared pursuant to the Provincial Finance Act and government policies and guidelines. These authorities require the reporting of outcomes against the Department of Education business plan information for the fiscal year 2004–2005. The reporting of Department of Education performance measures necessarily includes estimates, judgements and opinions by the Department of Education management.

We acknowledge that this accountability report is the responsibility of the Department of Education management. The report is, to the extent possible, a complete and accurate representation of outcomes relative to the goals and priorities set out in the Department of Education business plan for the year.



Hon. Jamie Muir
Minister



Dennis Cochrane
Deputy Minister

Message from the Minister

It is my pleasure to present to you the Department of Education's fifth Accountability Report. This document reports on the Department's activities undertaken to meet the goals and priorities identified in the *Department of Education Business Plan 2004–2005*.

One of the Government of Nova Scotia's corporate goals is to enhance education and learning opportunities, and to ensure that Nova Scotia has a well-balanced, skilled and knowledgeable labour force. In 2004–2005 the Department of Education worked diligently to address the public's issues and concerns about public education in order to effectively enact this goal. Some of the highlights of our accomplishments in 2004–2005 include our continuous efforts to improve the quality of education by setting forth a plan for addressing the fundamental needs of our education system, including smaller class sizes in the early years, more support for students with special needs, quality teaching and clearer testing to measure the progress of our students.

The department's three year plan, *Learning for Life: Planning for Student Success (2002)*, continued to guide many of the activities of the Department, with a focus on ensuring smaller class sizes, support for students with special needs, quality teaching, and testing initiatives to ensure accountability and support student improvement. An Education Partners Forum was held with key partners such as parents and students, teachers, and school board officials on February 18-19, 2005 to consult on the next phase of *Learning for Life*. Based on input from partners, a draft of a new four-year plan for education in Nova Scotia, *Learning for Life II: Brighter Futures Together*, which builds on the remaining *Learning for Life* commitments as well as those outlined in the government's *Blueprint for building a better Nova Scotia*, was circulated to all those invited to the Forum for additional input. The final plan was publicly released early in the 2005–2006 fiscal year.

Several key initiatives in the post-secondary sector were implemented including signing multi-year agreements with universities to give them stable funding and enable them to restrain tuition fee increases, continuing the expansion of the Nova Scotia Community College, and adoption of improvements to the Canada Student Loan Program.

The Department continued to support the development of a skilled and knowledgeable workforce through implementation of several initiatives including improving communication with industry sector councils, increasing the participation of under-represented groups in apprenticeship and workplace education programs, developing partnerships to focus on helping at-risk youth, and development of an Immigration Strategy.

Continuing improvement in student achievement was reported in the *Minister's Report to Parents, Student Assessment Results for Nova Scotia*. The results for Physics 12 showed a statistically significant improvement in 2004, and results for English 12 and Chemistry 12 remained consistent with 2003 results.

The 2004–2005 priorities of the Department reflected the continued focus on building a high quality education system through our public schools, community colleges and universities, and a strong workforce. Through these priorities the Department is able to work toward our core mandate of enabling Nova Scotians to develop their potential through acquisition of knowledge, skills, and attitudes needed to become lifelong learners and to participate effectively in society.

1. Introduction

1.1 Environmental Context

The education system continues to face considerable demographic pressures in the short term planning context, particularly in rural and small schools. Because funding is based on student enrolment and enrolment is projected to continue to decline provincially, there will be increased financial pressure on the current service delivery model. School boards have also identified needs for increased funding to enable them to continue delivering high quality programs and services. Also to be considered in this demographic shift is the aging population of teachers. As teachers retire, a tight labour market for teachers is predicted in certain subject areas like physics, physical education, fine arts, family studies and French first and second languages, and a teacher shortage is predicted for mathematics. This same challenge is faced by Nova Scotia's colleges and universities with their need to replace an aging faculty with highly qualified replacements. Further, growing numbers of retirements and a decline in the number of new labour market entrants will also make it ever more important that the province has a skilled and adaptable workforce that is committed to lifelong learning and capable of responding to the challenges that we will face.

Society also puts pressure on the education system to address social and health issues and to provide programming and services in social and life skills that were once primarily the responsibility of the family and community. These include issues such as healthy eating, bullying, physical inactivity, smoking and risk-taking behaviours. The education sector must try to address these societal pressures and fulfill its fundamental mandate to support lifelong learning all within the Government's fiscal commitment to achieve a balanced budget.

Given the financial pressures facing Government, the Department must strengthen accountability for the quality of the education provided to its learners. A key element of this accountability is to ensure that standards of quality are established, measured and reported upon. These standards enable the system to measure its achievements and may be used as a basis for making educational improvements. The communication of these standards has increased public and parental awareness and expectations regarding the quality of educational programs and services provided in Nova Scotia's public schools.

Another pressure in today's learning environment is technology for learners to develop the skills necessary to succeed in the workplace and to manage their lives effectively. However, providing, supporting and refreshing technology continues to be a challenge for the education sector in such areas as improving our administrative systems and methods of delivery; providing better access to educational programming like distance education; and ensuring that our young people are prepared to function and compete in a world where technology and communications are so important.

Another well recognized challenge in the education system is the maintenance and building of school facilities. The public education system consists of over 450 school buildings of differing ages and conditions. These facilities require continuous maintenance to ensure a safe adequate learning environment and uninterrupted service delivery. Universities and the community college also face similar challenges in ensuring the integrity and usefulness of their capital facilities which will require federal financial support to address.

There are also a number of challenges for the Department in developing a skilled and knowledgeable workforce. The aging population, impact of technology on work, development and retention of skilled workers, increasing education requirements for employment, and rising costs of education require new partnerships and creative approaches to skill development. For example, the aging population and need for more skilled workers has led to increasing enrolments in adult learning programs and in Nova Scotia's Apprenticeship Program. As more adults recognize the need for and benefits of lifelong learning, the Department is being challenged to respond effectively to the increasing demands for comprehensive and accessible adult learning programs. It is also imperative that the Department provide opportunities for youth to develop the skills that will enable them to make a successful transition to adulthood and into today's labour market.

1.2 Report Structure

This Accountability Report provides information on departmental activities undertaken to achieve the departmental goals, priorities and outcomes identified in the *Nova Scotia Department of Education 2004–2005 Business Plan*.

The report is structured into three main sections. The first section reviews the departmental goals and priorities for 2004–2005 and provides commentary on departmental accomplishments over the course of the year. The second section reviews the financial results, and the final section provides detailed information on the performance measures and progress toward achieving departmental targets for these measures. Changes to the Department's performance measures have been highlighted at the end of the document.

2. Department Progress and Accomplishments

2.1 Departmental Goals

The goals providing a focus to the actions of the Department of Education in 2004–2005 were:

- to improve conditions for learning in the public education system
- to strengthen educational programming and services in priority areas
- to provide relevant and high quality post-secondary education and training
- to promote healthy, active learning communities and families
- to foster access, equity, and diversity through and within education and training
- to develop a skilled and adaptable workforce
- to strengthen accountability in the areas of governance, resource investment and utilization, and reporting of results

The priorities that follow support these goals and the goals and priorities of Government.

2.2 Departmental Progress and Accomplishments for 2004–2005

The following is a summary of the progress and accomplishments of the Department of Education in meeting Business Plan priorities.

Core Business Area: P-12 Education

Pre-Primary Pilot Program

A Pre-Primary Program Co-ordinator was appointed, and a Pre-Primary Pilot Program Framework was developed in collaboration with the Department of Health, Nova Scotia Health Promotion, the Department of Community Services, and other partners. Pilot sites were identified: of the 20 pilots anticipated, some began in September 2005, others later in the year.

Reducing Class Sizes

Funding was allocated to school boards to expand the class size initiative. Further to the initial investment of \$2.75 million in 2003–2004, an additional investment of \$3.5 million was made in 2004–2005: \$1.25 additional for primary to complete the first year for primary and \$2.25 million to begin the initiative in grade 1 September 2004. In 2004–2005 there was 96% compliance for grade primary and 95% compliance for grade 1. In some cases, boards were given permission for class sizes to exceed 25 to accommodate School Advisory Council requests and/or French immersion program registrations.

Reading Recovery™ Program

A training class was established at Mount Saint Vincent University, and three French Immersion teachers were identified as Teacher Leader candidates. Training began in late August, 2005. Interviews were held for a Reading Recovery consultant.

The *Sondage d'observation* was administered to grade one French immersion students again in May 2004. A meeting was held with teachers involved in the administration to obtain their feedback and comments. One sub test of the *Sondage d'observation* was administered to the students, now in grade 2, to obtain further data.

Elementary Literacy Assessment

The Elementary Literacy Assessment was administered to all grade 6 students (French and English) in September and October 2004. Each school developed a literacy support plan for students who did not meet the expectations of the assessment, and \$900,000 was provided to support these struggling students. Monitoring of the literacy support plan and struggling students occurred in June and October 2004.

Implementation of Mathematics Strategy Initiatives

Additional teacher and classroom resources were provided for elementary grades including new *Math Makes Sense* textbooks and teacher resources for grade 3. A *Let's Talk about ... Mathematics* pamphlet for parents was completed and a further nine mathematics pamphlets were developed for publication in 2005–2006. The department developed materials for Mathematics Home Activity Packs for parents of students in grades primary–3, and a comprehensive *Mathematics: Home-School Communication* resource was developed for elementary schools.

Professional development was provided, including cognitive coaching training for 52 Math Mentors, mathematics workshops and resources for 140 junior high resource teachers, professional development and related resources for principals and site-based math leaders for grades primary–9, and workshops for 285 senior high and adult high school math teachers. The department provided \$500,000 targeted funding for mathematics professional development to boards for primary–9 school-based math leaders, math mentors, and classroom teachers. A Mathematics Summer Institute was conducted for 138 participants.

Textbooks, curriculum resources, and other learning materials were provided to support implementation of grade 10 Mathematics Plus courses. The Mathematics Essentials 10 pilot expanded to every school board, and professional development workshops were conducted for all pilot teachers. Curriculum was developed for Mathematics Essentials 11, to be piloted in 2005–2006. Piloting of Calculus 12 was completed, and implementation began in February 2005. The department provided textbooks for all students and professional development and resources for teachers. An online assessment Item Bank was developed for Mathematics 10, Mathematics Foundations 10, and Mathematics 11.

Assessments

The Junior High Mathematics Program Assessment was administered in May 2004; Nova Scotia Examinations were administered in June 2004 and January 2005 in English 12, English/Communications 12, Mathematics 12/Mathématiques 12, Advanced Mathematics 12/Mathématiques avancées 12, Physics 12, and Chemistry 12/Chimie 12. A study guide for students to assist in their preparation for mathematics examinations was distributed to schools.

Information Economy Initiative (IEI)

In 2004–2005, 2,384 new computers were provided to schools with a focus on grade 7. In addition, schools received curriculum-related software and accessories such as LCD projectors, printers and digital cameras. At the same time, school boards report adding 2,134 new computers using school and school board funding, and 3,774 refurbished computers were provided through the Technology Recycling Program.

Funding was provided to maintain 31 technicians in school boards to support technology in schools and school boards and for professional development for teachers.

Time to Learn Strategy

Meetings were held with parents and with school board personnel in April and May 2004 to discuss and explain the relationship between learning French as a second language and development of English literacy skills. A draft document on the teaching of English language arts to early French immersion students, based on input from grade 7 and 8 early French immersion teachers as well as English language arts teachers, was distributed to teachers in September 2004.

Beginning in September 2004, 60 minutes every day became a minimum requirement in grade 7 and grade 8 for instructional time allotted to mathematics and English language arts in the English program, and to mathematics and French language arts in the immersion program. The department monitored compliance with these new requirements and reviewed schedules for schools with grades 7 and 8.

Beginning in September 2004 boards and their schools were required to provide opportunities each semester for all senior high students to earn credits toward graduation. Schools were encouraged to implement organizational models that included year-long course options in some subject areas and to provide, for each course in grades 10–12, direction and support for home study to make provision for school days lost because of storms.

Four schools in the province offered the grade 6 Intensive French program in 2004–2005, in comparison to only one school the previous year. Classroom learning resources and professional resources were provided to the four schools offering the program. The writing skills of students participating in the program were assessed and results compared favourably with those of students in the program in other provinces.

Supporting Students with Special Needs

Targeted funding which was provided to address gaps in services and enhancement of ratios of core professional service providers, has been tracked. The gap has been substantially reduced in resource teachers, school psychologists, and speech language pathologists.

School boards collaborated to bulk purchase assistive technology devices and software, which provided greater purchasing power. Work was initiated on a guide to support the acquisition, use and evaluation of assistive technology devices and software.

A total of 108 applications for tuition support were received for the 2004–2005 school year. Of these, 83 were approved for grants of \$5,550 each.

BLAC Report on Education

As of 2004, 22 of the 30 recommendations were implemented and 4 others initiated. New funding was provided to school boards to hire 10 additional Student Support Workers. The community college awards increased by 20%, and funding was increased for the program development for the Africentric Learning Institute. To increase parental involvement, three positive parenting workshops were provided across the province, equipping parents with better knowledge of the school system and ways to assist their children. African Heritage Literature 12 was implemented and additional learning resources reflecting cultural diversity to schools were provided. Tutor training for adult literacy workers was facilitated.

A report on the African Canadian Immigrant Action Research Project was published. Professional development for African Canadian Studies 11 and African Heritage Literature 12 teachers was provided along with additional learning resources. The department coordinated with the Council on African Canadian Education on the development of an Africentric Summer Leadership & Management Institute for African Nova Scotia educators. The department also collaborated with Dalhousie University Physics Department on a project to promote science among African Nova Scotia junior high students. Scholarship awards for African Nova Scotian students pursuing post-secondary education and professional training were administered.

Student Support Workers

The department developed provincial operational guidelines and provided a two day professional development workshop for Student Support Workers.

Racial Equity Policy

Professional development has been provided to all elementary schools across the province, and a designated resource allocation has been provided to elementary schools and board level personnel. Boards have been provided action plan templates and a school improvement planning template to assist with implementation evaluation.

School Advisory Councils

The Minister's Response to the School Advisory Councils Consultation Report was released in December 2004 and preparatory work started on a resource manual for School Advisory Councils.

Interactive Website

A section of the Ednet web site devoted to Families and Students was launched in March 2004 and contains information about what children are learning in school, what parents can do to help their child succeed, information about formal assessments, and contact information. An interactive e-mail link is provided for parents to obtain more specific information from the Public Schools Branch. Timely responses are coordinated by staff in the Learning Resources and Technology Division.

Providing Parents with More Information

Parent information and involvement components were included in literacy and mathematics professional development workshops for administrators and teachers. The department developed a number of *Let's Talk about...* pamphlets for parents. Learning Outcomes Frameworks booklets for grades primary-9 were distributed and posted on the department's web site. School Advisory Councils were involved in planning site-based support and intervention for grade 7 struggling readers and writers; parents of these students were involved in the development and implementation of their Literacy Support Plans. Boards reported on literacy and mathematics achievements for 2003-2004 and priorities for 2004-2005 in their business plans. Mathematics and literacy leaders reported on specific action plans underway in each board.

School Improvement Planning and Accreditation

The pilot project was evaluated, and a report was produced November 2004. Plans were developed to begin a provincial roll out of the project beginning with 50 schools, increasing the number of participating schools each year until all 463 schools are included. In addition, workshops were conducted with Board Accreditation Co-ordinators.

Teacher Professional Growth Planning

Teacher Professional Growth Planning will support teachers in developing growth plans that will reflect priorities in the school improvement plan linked to student achievement. Following the Education Partners' Forum in February 2005, it was determined that this initiative should be directly linked to Whole School Improvement under the theme "Raising the Bar" along with the initiative to support principals as educational leaders. An internal work group reviewed the draft framework that had been prepared in 2003-2004, and a consultation draft and a finalized framework are anticipated to be completed and published in 2006.

Implementation of the Code of Conduct

Professional development on the Code of Conduct Guidelines was provided for 100 schools in Spring 2005. In 2004–2005 the department developed programming documents and guidelines to support implementation of the School Code of Conduct including *School Code of Conduct Guidelines*; a resource guide, and *Meeting Behaviour Challenges: Creating Safe and Caring Learning Environments*. There will be a two-day provincial in-service for all schools over the next three years.

A committee was established to review attendance policies and to develop updated strategies. In addition, the department purchased *Bully Prevention: Tips and Strategies for School Leaders* for schools, grades primary–12.

Healthy and Active Students

Further to the release of *Food and Nutrition in Nova Scotia Schools* in August 2004, the department, in partnership with Nova Scotia Health Promotion and Agriculture and Fisheries, established a Food and Nutrition in Nova Scotia Schools Policy Workgroup including education and health community representatives. The concept of healthy eating initiatives in schools was presented as part of the Healthy Active Learners theme for consideration at the Education Partners' Forum in February 2005 and to other groups including the Nova Scotia School Boards Association.

Implementation of the new Health/Personal Development and Relationships 7 curriculum was postponed to 2005–2006. Learning resources were identified to support the implementation of the health/personal development and relationships program, and the curriculum guide for grade 7 was completed. The department supported the provision of youth sexual health professional development for teachers of *Health/Personal Development and Relationships* in the Cape Breton-Victoria Regional School Board. The department assisted Nova Scotia Health Promotion in the development of a teacher's drug education resource for *Health/Personal Development and Relationships: Grades 7–9*.

The department collaborated with Nova Scotia Health Promotion on the development and implementation of a tobacco education resource, *You Choose*, designed as an English language arts curriculum supplement for media studies in grades 10–12. The department continued to promote the "No More Butts" smoking cessation program in high schools.

The department participated in the Active School Community annual conference in May 2004 and monitored the activities of eight Active School Community pilots in the public school system. The department conducted and reported on a survey regarding physical education instructional time in grades primary–9 for the 2003–2004 school year. The department supported a pilot of new Physical Education 10 curriculum in the South Shore Regional School Board.

Pathways Resources

The first of a series of Pathways poster-maps for classrooms was developed. The poster is a detailed and graphic representation of the careers open to students who graduate from high school with various mathematic courses. The *LifeWork Portfolio Handbook for Teachers* was completed. Online *LifeWork Portfolio* resources for students and teachers were developed, and related workshops conducted for grades 7 and 8 pilot teachers. The first series of *Promising Occupations* pamphlets for parents and students was developed. This series outlines career opportunities in health-related fields and will be published in 2005–2006. The department developed curriculum resources for Geomatics 12, Health and Human Services 12, and Tourism 12 pilots to be conducted in 2005–2006. The department conducted and supported Multimedia 12 and Computer Programming 12 pilots.

Active Young Readers/Jeunes lecteurs actifs

Additional learning resources were provided to French immersion classes for grade 4–6. *Lecteurs actifs* along with a classroom reading assessment resource for French immersion teachers. Literacy resources as well as professional development were provided to French immersion teachers for grade 9 *Lecteurs actifs*, and a classroom resource to assess the French language skills of grade 9 French immersion students was piloted. Meetings were held with teachers to obtain their comments and feedback.

The department mandated and supported delivery of professional development for Active Young Readers for teachers and administrators, grades primary–9. The department provided a professional resource for grades primary–3 lead teachers and more than 56,000 supplementary Active Young Readers books for grades 4–6 classrooms. *Atlantic Canada Collection III* was distributed to 315 schools, and *Atlantic Canada Collection IV* as well as reading and writing workshop resources were distributed to 145 schools. The department developed *Teachers in Action: Reading and Writing in Primary–3* and a nine-segment indexed DVD for professional development on Reading Workshops. The department conducted a classroom assessment workshop and provided related professional resources for 105 Active Readers 7–9 lead teachers. The department provided Active Readers professional resources for all grade 9 teachers and more than 92,000 books for grade 9 students.

The department provided Writers in Action resources for grades primary–4 teachers, handbooks for all grade 4 students, and comprehensive writing resources for grades 4, 6, and 7. The department conducted a Writers in Action 6 Implementation Workshop for 100 lead teachers and mandated and supported delivery of in-service education on writing for all teachers and administrators, grades 4–6.

The department distributed *Active Readers Assessment: Young Adolescents* classroom assessment materials together with the teacher resource, *Active Readers Assessment: Young Adolescents*. Reading assessment professional development workshops were provided for regional boards.

Senior High Literacy Initiatives

The English 10 Plus pilot commenced September 2004. The department provided professional development, curriculum materials, professional resources, and student resources for all pilot classrooms. *Writers in Action 10: A Teaching Resource* was completed; this resource will be implemented in 2005–2006. The department provided sets of student resources for English 10 classroom writing centres. *English 10: A Reading Resource* was completed; implementation has been rescheduled for 2006–2007. A professional development workshop and professional resources were provided for 50 Writers in Action 10 lead teachers. The department mandated and supported the provision of two in-service education days on writing instruction for all English 10 teachers.

New Courses for Correspondence Study and Advanced Courses

The Correspondence Study Program offers 39 public school courses (grades 7–12) with 1,870 student course enrolments. Five new or significantly revised courses were offered to students in 2004–2005, and three additional courses were written for use in September 2005.

Forty-four students in small high schools in seven regional school boards participated in a pilot in on-line delivery of 11 public school courses (grades 10–12). Funding was provided to CSAP to develop online courses in French.

An on-line grade 12 core French course was piloted. A questionnaire was administered to both teacher and students to obtain feedback regarding the quality and effectiveness of the course.

In collaboration with university partners, the department developed outcomes frameworks for Advanced English 11 and 12, Advanced Global Geography 12, and Advanced Global History 12. With university and arts community partners, the department developed new Advanced Music 11 and Advanced Visual Arts 11 courses. With university partners, the department began development of new advanced physics courses to be piloted in 2006. When implemented, all these advanced courses will be available for on-line as well as in-class delivery.

Proposed initiatives to increase support for students who wish to write Advanced Placement Examinations and to offer the International Baccalaureate (IB) program in at least one high school in each board were presented as part of the Raising the Bar theme for consideration at the Education Partners' Forum in February 2005.

Support the Implementation of Mi'kmaw Language Courses

Due to the inability to fill the Curriculum Consultant position for the Mi'kmaq Services Division, the work on the Mi'kmaw Language 7, 8 and 9 has been contracted out. This contract work is ongoing for the 2005–2006 fiscal year.

New P-12 Education Priority Not in the Business Plan

New Plan for Public Education

The department developed a comprehensive four-year plan, *Learning for Life II: Brighter Futures Together*, following an intensive scan by the department of the needs of the public school system, close collaboration with education partners, and consultation with all education stakeholders. An Education Partners' Forum held in February 2005 was attended by more than 500 people who gave extensive feedback on the proposals. Following the Forum, a draft of the new plan was circulated in March 2005 to participants for additional input before the plan was finalized in 2005–2006.

Core Business Area: Higher Education

Multi-year Agreements with the Universities

A Memorandum of Understanding was signed in December 2004 guaranteeing three-year funding for the university system in exchange for universities agreeing to cap tuition fee increases at 3.9% for most programs. As well, both parties agreed to work on funding for infrastructure renewal from the federal government, system efficiencies and partnership savings, a research strategy, an economic strategy, credit transfers and accessibility for under-represented groups.

Nova Scotia Community College Development Initiative

Through funding provided by the Department of Education, the Nova Scotia Community College completed renovations at the six rural campuses and at the Akerley campus in 2004–2005. At the end of 2004–2005, construction of the new metro campus was on schedule and on budget, with completion scheduled for January 2007.

Designation Policy

A draft designation policy and Memoranda of Understanding to be signed by designated institutions were developed, and provincial student loan repayment data was calculated in preparation for 2005–2006 implementation of the new policy.

Public Libraries

The Government at Your Service pilot involving public libraries and Community Access Program (CAP) sites was successful, and will be rolled out to Cape Breton Regional Library as well as CAP sites in Cape Breton Regional Municipality and Victoria County in early 2006. The rest of the province will follow. The Office of Economic Development is coordinating the rollout with the Provincial Library. Discussions on a more formal relationship with CAP are continuing.

In 2004–2005 base funding for the Nova Scotia Provincial Library was increased by \$250,000. This, along with \$750,000 provided in late March 2004 and intended for use in 2004–2005, provided the library with a total of \$1 million in available new funding.

Labour Market Agreement for Persons with Disabilities

Consultations have been held with the community of the disabled, post-secondary educational partners, and students with disabilities in the development of a more student centred grant delivery program which will provide faster processing of applications. As well, through consultation with post-secondary institutions, Memoranda of Understanding for post-secondary institutions were developed with the intent of enhancing accessibility through the development and implementation of three year accessibility plans.

Graduate Follow-up Survey of Private Career College Students

A framework was developed on implementing a graduate follow-up survey. The survey is currently in the planning process with the survey to be conducted in Winter 2006 and a report released in Spring 2006.

Review of the Training Completion Fund for Private Career Colleges

A committee was established to review the status of the Training Completion Fund. The Minister of Education accepted the recommendations made by the Committee, which included maintaining the 1% of tuition collected being submitted to the Fund, as well as maintaining the amount of security (surety bond or letter of credit) posted by private career colleges. The Committee will undertake a follow-up review in two years.

New Higher Education Priorities Not in the Business Plan

Nova Scotia Student Assistance Core Systems

The core systems within Nova Scotia Student Assistance will be re-engineered resulting in a more robust system. This will replace the 3 legacy systems currently used. In 2004–2005, the user requirements of the new system were defined.

Nova Scotia adoption of improvements to the Canada Student Loan Program

Analysis and recommendation was undertaken with respect to Nova Scotia's adoption of improvements to the Canada Student Loan Program. Modifications were begun to systems and documentation in preparation for implementation in 2005–06.

Core Business Area: Skills and Learning

Labour Market Development Agreement (LMDA)

The department worked through the Forum of Labour Market Ministers to develop a federal/provincial//territorial multilateral Labour Market Framework Agreement. The priorities of this agreement were agreed to at a Deputy Ministers' meeting in November 2004. However, a number of significant issues such as funding, funding mechanism, and type of transfer were not determined. The discussions have continued on into 2005–2006. As part of the Framework Agreement, for those provinces who wish to renegotiate their agreements, Labour Market Development Agreements will be prepared.

Canada Nova Scotia Skills and Learning Framework (CNSSLF) and the Canada-Nova Scotia Innovations Team

The CNSSLF is a partnership arrangement between the federal and provincial governments to carry out joint planning and development in areas of common interest regarding the labour market. Through collaborative planning at the executive committee level, the CNSSLF and the Canada Nova Scotia Innovation Team have identified joint priorities for 2005–2006 and have completed work plans for each priority. Nova Scotia's identified priorities for 2004–2005 were: apprenticeship, learning, and earning; employability, career development and employment counselling; immigration, labour market information and youth. Strategic directions were developed based on identified community needs for each priority.

Forum of Labour Market Ministers Secretariat

The department hosted the Forum of Labour Market Ministers Secretariat for a second year in 2004–2005. During this period, the department contributed to the development of federal-provincial workplans for Workplace Training and Apprenticeship, literacy and essential skills, immigration, and Aboriginal labour market issues. Responsibility for the Secretariate was transferred to Ontario in March 2005.

Strategic Initiatives to Respond to Labour Market Skill Development Challenges

A Memorandum of Understanding with the Association of Industry Sector Councils was renewed and the lead role assumed by the department. Sector initiatives on issues of workforce planning and development were pursued with Health Care, the Association of Workplace Educators of Nova Scotia, the Aerospace and Defence Industries Association of Nova Scotia, the Atlantic Homebuilding and Renovation Sector Council, the Trucking Human Resource Sector Council, and the Automotive Human Resource Sector Council.

Labour Market Information Methodologies

Over the 2004–2005 year, Workforce Development Committees were struck to address areas of common interest between government and industry. Accomplishments included development of standards and guidelines for Labour Market information research, background exploratory work regarding the development of an employer/industry survey, and development of pathway for career information to reach students and teachers in the school.

Sector Liaison Program

Staff liaison with Sector Councils have been put in place to work with particular sectors. The One Journey program delivered programs in the automotive and flooring industries. An Intra Branch Sector Engagement committee was struck to ensure a coordinated approach to sector work.

Continuum of Career Development Programs and Services

Based upon work completed in 2003–2004 and 2004–2005, a draft critical path and summary of options was developed to be used for ensuring a more coordinated system of career development in the province, which supports career practitioners and provides service to a broader base of Nova Scotians. In 2004–2005, Career Resource Centre staff from across the province were also brought together to share best practices and inform the development of career development products.

Increase the Participation of Under-represented Groups in Apprenticeship and Workplace Education Programs

The department continued to work with the Membertou First Nations and Eskasoni First Nations to support their apprentices and to increase awareness of trades and apprenticeship. Significant support was provided to Techsploration to expose grade nine girls to trades and technologies. The department also provided support to Maritime Forces Atlantic (MARLANT) March break and summer employment projects to increase under represented groups, and to the Halifax Immigrant Learning Centre for English in the Workplace programming. In addition, support was provided for programs and services to the African Nova Scotia community.

Helping At-risk Youth Develop Personal and Employability Skills

In 2004–2005 the department developed partnerships to initiate a program focussing on helping at-risk youth develop personal and employability skills through engagement in construction projects, community development, and academic upgrading. In 2004–2005 two demonstration projects for YouthBuild Nova Scotia were identified and funding proposals are currently being developed. Successful participants will be better able to access education and training or the labour market.

Immigration Strategy

The department contributed to the work of a cross-governmental committee to develop a comprehensive, coordinated immigration strategy, and led a targeted public consultation process that informed the development of the strategy. The result of this was formation of the Office of Immigration to lead the province's efforts in attracting, welcoming and retaining immigrants. Work on an International Credential Assessment and Recognition Process was delayed; responsibility for this process was transferred to the Office of Immigration.

The Province worked closely with the federal government in the development of the immigration strategy and in the provision of funding to support a range of language training programs for immigrants, including supporting the Enhanced Language Training Initiative which is coordinated by Metropolitan Immigrant Settlement Association (MISA). This project attempts to address an existing gap by providing profession-specific and sector-specific training in the health care field for foreign trained individuals.

Support Expansion of Read to Me!/Lis-moi une histoire!

The department worked with Read to Me!/Lis-moi une histoire! and other partners to expand the program to all Nova Scotian hospitals with obstetric care. This province-wide program now reaches every child born in Nova Scotia, approximately 10,000 annually.

Begin a multi-year Francophone family literacy strategy

The department supported Équipe d'alphabétisation Nouvelle-Écosse in developing a multi-year family literacy strategy. An advisory committee was established in Fall 2004. The J'apprends en famille workshops were launched in January 2005 and delivered to over 100 parents in six Acadian communities. Training on family literacy was provided to practitioners.

Support Regional Strategies to Promote Family Learning

The department worked with a provincial Family Literacy Advisory Group to coordinate regional meetings on family literacy and to mobilize program partnerships and provide practitioner training.

Youth Apprenticeship Initiative

A Stakeholder Steering Committee was established and the in-school pilot completed. The out-of-school youth apprenticeship pilot project began. Work was begun on the development of the Youth Apprenticeship Strategy, including development of a youth-friendly website.

Increase the Capacity of Apprenticeship Training

In 2004–2005, 2,178 apprentices received trades theory training, up from 2,091 in 2003–2004.

Mentor Training Program

The department worked on a mentor training program for supervising journeypersons to increase the quality of the practical component of apprenticeship training by enabling employers to have professionally trained journeyperson mentors on staff. In 2004–2005 the department struck a steering committee, identified deliverables and selected a boat builder industry to pilot the program.

Phase II of the Apprenticeship Essential Skills Initiative

Phase II was initiated in Fall 2004, resulting in the development of a learning plan for every apprentice and trade qualifier. The initiative will support apprentices with essential skills needs through various avenues such as itinerant tutoring and workplace education programming. All apprentices and trade qualifiers receive essential skills assessment. Development began on the Document use Refresher programming.

Nova Scotia School for Adult Learning

In Spring 2004, seven consultations were held with community-based literacy organizations, including over 85 participants. A consultation report was produced and disseminated. Work groups were convened to address issues raised in the areas of learner progress, policies and guidelines, accountability reporting and data definitions.

Adult Learning Program

The Adult Learning Program Level III curriculum was revised and professional development workshops were provided across the province to college and community practitioners. Approximately \$60,000 was provided for new resources to support the Level III community programs. With respect to the Adult Learning Program Level IV, phase I and II of Introductory Sociology and Technical Communications were completed. Research was conducted on career development tools that will be incorporated into the Adult Learning Program. A Request for Proposals was issued to initiate the development phase.

Youth Employment and Skills Development Issues

The department has developed a draft strategy, Employed Youth - Engaged Society (EYES) for the Future of Nova Scotia, to assist in addressing youth employment and skills development issues in Nova Scotia. Through this strategy, youth in Nova Scotia will be encouraged to stay and work in their communities and youth from other parts of the world will be encouraged to come to Nova Scotia to live and work. It is anticipated that the Strategy will be finalized and publicly released in 2005–2006.

Core Business Area: Corporate Policy

Education Consultative Forum Subcommittee on Teacher Demand and Supply

In response to the Education Consultative Forum (ECF) Sub-Committee Report on Teacher Supply and Demand, the fourth annual Early Hiring Job Fair was held at the four Nova Scotia B.Ed granting universities in January 2005 involving the department, all Nova Scotia school boards, the Nova Scotia School Boards Association, the Nova Scotia Teachers Union, and the Nova Scotia Teachers Credit Union. Through this process, 38 students were hired by Nova Scotia school boards.

Survey of Substitute Teachers and Recent Graduates

Surveys of substitute teachers, recently certified teachers and non-teaching teachers were undertaken in the winter and spring of 2003. The responses to the surveys were analysed in 2004–2005 and a report was finalized in December 2004.

Copyright Permissions

A database to track and store information on copyright permissions was developed by the department. Copyright permissions are obtained from the relevant copyright holder when the department uses content from external sources. The database is used on an as-needed basis.

Copyright Reform Initiative

The department assumed chairmanship of the national Copyright Consortium Steering Committee in June 2004, and was involved through the Committee in discussions with the federal government on legislative change related to educational use of the internet in classrooms.

Core Business Area: Corporate Services

School Construction Projects

The department has identified school capital needs through the continued operation of the School Capital Construction Committee, reporting to the government on prioritized capital funding needs. The delivery of school capital projects is ongoing. In 2004–2005, three new school construction projects were completed: Shelburne High School, Truro Junior High School, and Sydney Elementary School. Three new projects were started: Hammonds Plains South Elementary School, Barrington High School, and Western HRM High School.

School Additions and Alterations

\$19.1 million in repair and capital renovation funds were available during 2004–2005, as planned; additions and alterations to enhance or replace major school buildings, on a priority basis, continues. Twenty addition/alteration projects are currently underway and should be completed within two years. Schools have been added to and altered under the phased multi-year program. A database of school renovation and maintenance needs has been developed. In addition, \$2 million of non-capital funding was provided to school boards to carry out non-capital repairs to 94 schools.

Community Use of Schools

Department of Education staff continued development of a Community Use of Schools Framework Policy. In 2004–2005 amendments to the Education Act to provide rent-free use of school facilities for activities for youth and seniors were given Royal Assent. They will be proclaimed once the Fees for Usage Policy has been approved by Executive Council, and the policy framework will go into effect for implementation by school boards.

SAP Human Resource and Payroll Module

This is a combined provincial/school board implementation of SAP's human resource and payroll modules across boards and the Province of Nova Scotia. In the Summer of 2004 a decision was made to split the project into two, with the provincial project proceeding first, followed by the school board project. This was done to better focus project resources, ensuring a stable system with accurate payroll results. The provincial project was substantially completed in April 2005. The school board project will begin in November 2005.

Standardized Student Information System

Planning continued for the implementation of a standardized student information system. Work on this initiative will continue in 2005–2006.

Regional School Board Accounting Handbook

Working with the school boards, the department updated and implemented a new School Board Financial Handbook effective for the fiscal years ending on or after March 31, 2005. The principles and concepts contained in this handbook are recommendations under the Public Sector Accounting and Auditing Handbook for the federal, provincial and territorial Governments. The Handbook will govern the maintenance of school board financial records and the preparation of annual financial statements.

Core Business Area: Human Resources and Legal Services

Enhanced Support to School Boards

Department staff worked with superintendents and senior school board staff to address service needs. Training and development sessions were offered to school boards by the Branch Solicitor and the Solicitor presented arbitration and Board of Appeal cases for school boards. Department staff continued to administer the Nova Scotia Teachers' Union Teachers' Provincial Agreement (NSTU TPA) and the relationship with the Nova Scotia Teachers Union. Compensation Framework Regulations for senior school board staff were developed and implemented, and school board support worker collective bargaining was monitored. The Department also provided advice on CUPE'S demand for provincial collective bargaining and wage parity, and directed the planning and preparation for the 2005 NSTU TPA negotiations with school board consultation.

Review of Teacher Certification Processes

Revised regulations regarding Bridging Teacher Certificates were implemented which enhanced greater mobility for teachers. In addition, methods of expanding reciprocal recognition of certification for teachers was explored.

Professional Certification for New Teacher Assistants

Working with legal counsel, possibilities of creating professional certification for new teacher assistants were examined.

7. Budgeting Context

Department of Education - Estimated Budget Expenditures by Core Business			
	Budget 2004-05 (\$Millions)	Actual 2004-05 (\$Millions)	Variance 2004-05 (\$Millions)
Gross Expenses	1254.2	1294.6	(40.4)
Net Program Expenses	1209.4	1239.1	(29.7)
Salaries and Benefits	22.9	20.5	2.4
Funded Staff (FTEs) Net	377	339.9	37.1

Education 2004-2005 Actual - a net overexpenditure of \$9.1 million

The Strategic Funding Initiatives approved in December 2004 included \$2.4 million for building repairs, \$2 million for hardware and software acquisitions and related support and \$1 million in additional program funding for P-12 schools including additional learning resources and start up costs for expansion of the school breakfast program. An additional \$1.1 million in infrastructure grants was also provided to the regional libraries.

Other increases in spending included \$1 million for repairs and maintenance to schools in addition to the Strategic Funding Initiatives allotment. The accrual for teachers' salaries increased by \$2.9 million because of an extra teaching day in fiscal 2004-2005, and pension purchases and salary escalations resulted in a \$2 million increase in the matching contributions to the Teachers' Pension Plan. The provision of additional learning resources for the P-12 schools and the approval of the Nova Scotia Community College's Aviation Institute resulted in *increased* funding of \$0.9 million.

The increases noted above were offset, in part, by \$1.8 million in amortization expense savings, primarily related to the timing of school construction completions. Also, there was a reduction of \$1.5 million in the costs related to the Nova Scotia Teachers Union benefits and costs were \$0.9 million less than budgeted in the Student Assistance program for interest relief and debt servicing costs.

Assistance to Universities 2004-2005 Actual - a net overexpenditure of \$20.6 million

As a result of the Memorandum of Understanding on tuition cost containment with the Universities, the first instalment of \$20.3 million was provided to the universities in fiscal 2004-2005 and an additional \$0.3 million was provided to the Atlantic Veterinary College.

4.0 Performance Measures

SCHOOL ACHIEVEMENT INDICATOR PROGRAM

One of the Department's core business areas is P-12 Education. The results of the School Achievement Indicator Program (SAIP) are some of the measures for a desired outcome that fall within this core business area.

WHAT DOES THIS MEASURE TELL US?

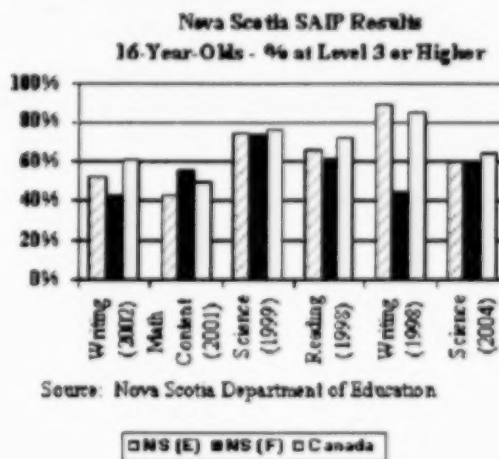
SAIP assesses 13- and 16-year-old students in mathematics, reading, science, and writing. The data reported below are based on the results of 16-year-old students only. These students have had the longest exposure to the Public School Program in mathematics, reading, science, and writing. SAIP, a national assessment, has five levels of performance. Each level has a description of student performance. The national standard for the performance of 16-year-old students is set at level 3. This measure presents the percentage of Nova Scotia students achieving level 3 or higher.

REPORTING ON 2004-05 TARGETS

The last SAIP cycle was completed when SAIP Science was administered in Spring 2004. In that assessment, Nova Scotian students in both French and English performed lower than the Canadian average. The 2002 results of Nova Scotia English and French students in SAIP writing were below the national average. In 2001, our 16-year-old English students' math content results were below the national average, while the French students' results were above the national average. In 1998, the Nova Scotia results for reading were below the national average. The 2002 "writing instrument" used in 2002 varied a great deal from the "writing instrument" used in 1998. According to SAIP documents, it is not appropriate to compare the periods of 1998 and 2002.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

SAIP has been discontinued as a national assessment. A new national assessment, Pan-Canadian Assessment Program (PCAP), is in development. This new assessment will be administered to 13- and 15-year-old students and the data will create new baselines on which the department will set new targets.



PROGRAMME OF INTERNATIONAL STUDENT ASSESSMENT

One of the Department's core business areas is P-12 Education. The results of the Programme of International Student Assessment (PISA) are some of the measures for a desired outcome that fall within this core business area.

WHAT DOES THIS MEASURE TELL US?

PISA is a well respected international instrument sponsored by the Organization of Economic Development. Every three years it provides reliable measures of student performance.

The average score for over 40 participating countries in PISA is 500. This measure compares the performance of Nova Scotia with the performance of the international community in reading, mathematics, and science.

PISA assesses 15-year-old students in reading, mathematics and science, and was administered for the first time in the spring of 2000, and again in 2003. Forty countries and all the Canadian provinces participated in PISA in 2003.

REPORTING ON 2004-05

TARGETS

The target for this measure was for Nova Scotia students to perform as well or better than the Canadian average.

For PISA mathematics, science and reading, Nova Scotia English students performed higher than the international average, while Nova Scotia French students performed

below the international average in reading and science and at the international average in mathematics. The results for Canadian 15-year-old students were higher than Nova Scotia's results.

PISA Results, 2003
15-Year-Old Students

	Reading	Mathematics	Science
Nova Scotia (English)	514	515	506
Nova Scotia (French)	467	500	465
Canada	528	532	519
All Countries	500	500	500

Source: PISA 2003: The 2003 Canadian Report

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The next assessment is scheduled for 2006. The department will continue to support student achievement through initiatives such as Active Readers/Lecteurs actifs, Writers in Action/Écrivains à l'oeuvre, teaching resources for mathematics grades P-9, mandating instructional time allotment for language arts and mathematics for grades P-8 and the new science program for grades P-3.

NOVA SCOTIA EXAMINATIONS

One of the Department's core business areas is P-12 Education. The results of the Nova Scotia Examinations (NSE) are some of the measures for a desired outcome that fall within this core business area.

WHAT DOES THIS MEASURE TELL US?

Nova Scotia Examinations (NSE) are administered to grade 12 students in English language arts, mathematics, and the sciences. The passing mark for NSE is 50%. This measure informs us about the percentage of students who achieve a passing mark in English 12, Chemistry 12, and Physics 12. Results for mathematics, first administered in January 2005, are not available at the time of publication.

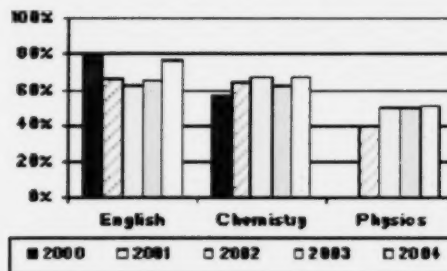
The examinations are based on the Atlantic Canada curriculum. The current measures are for students in English boards only, including French immersion.

REPORTING ON 2004-05 TARGETS

Our target for 2004-05 was that 70% of grade 12 students achieve a passing mark on NSE for English 12, 70% for Chemistry 12 and 60% for Physics 12.

This target was achieved in the NSE for English 12. The percentage of grade 12 Nova Scotia students achieving a passing mark on NSE in 2004 were as follows: English 12: 76%; Chemistry 12: 68%; and Physics 12: 51%.

Nova Scotia Examinations 2000-
2004 - Grade 12 Results



Source: Nova Scotia Department of Education

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The department will continue to support student achievement on Nova Scotia Examinations.

HIGH SCHOOL GRADUATION RATE

One of the Department's core business areas is P-12 Education. The high school graduation rate is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The graduation rate is the percentage of students receiving a high school graduation diploma compared with the number of students in grade nine three years earlier.

Education is a key variable in improved employment prospects and higher earnings. The successful pursuit of further education depends upon high school graduation. This is the foundation upon which an individual's future success is built.

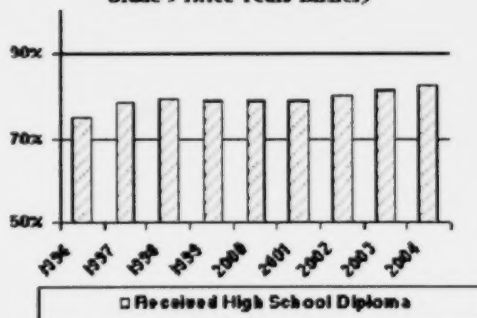
REPORTING ON 2004-05 TARGETS

The target for this measure was to have the graduation rate continue to increase. This target was achieved: the 2003-2004 graduation rate continued to increase over previous years and is now at 82.8%. In 2001-2002, the rate was 80% and in 2000-01, it was 79%.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Senior high students can choose course options that are consistent with their post-secondary plans, be they university, community college, trades, or the job market. It is expected that having opportunities to prepare for the various post-secondary pathways will keep students motivated to graduate from high school.

Grade 12 Graduation Rate
(Compared to the Number of Students in
Grade 9 Three Years Earlier)



* For the school year ending June 30th

Source: Nova Scotia Department of Education

CIGARETTE USE

One of the Department's core business areas is P-12 Education. Cigarette use is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

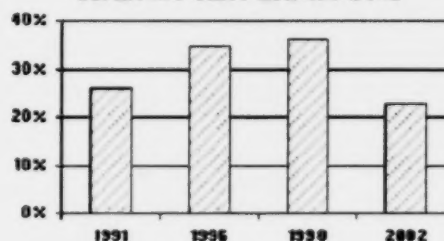
The measure tells us the percentage of students in grades 7, 9, 10 and 12, that have used cigarettes at least once in the past year.

The Department is undertaking a number of initiatives to help reduce the overall rate of cigarette use among students. Although cigarette use is influenced by several factors, it is hoped that the decision to use cigarettes can be influenced by the education system.

REPORTING ON 2004-05 TARGETS

The target for this measure was to decrease the number of students who reported using cigarettes at least once in the past year. Data for this measure are available every four years through the Nova Scotia Student Drug Use Survey. In 2002, the last available data, 23% of students in grades 7, 9, 10 and 12 reported using cigarettes at least once in the past year. This is down from 36.1% in 1998. This is a reversal of the trends that showed that the percentage of students using cigarettes had been increasing over the seven years, 1991-1998.

Cigarette Use Among Students
At Least Once in Past Year



Source: Nova Scotia (NS) Department of Health, NS Student Drug Use 1996: Highlights Report, and NS Department of Health and Dalhousie University, NS Student Drug Use 1998: Technical Report. NS Student Drug Use 2002: Highlights Report

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

New health curriculum (Grade 7) and curriculum resources are set to be implemented that include strong tobacco education components. *Smoke Free for Life* curriculum resources are available for grades primary-9. A curriculum supplement, *You Choose*, was launched in February 2005 to support tobacco prevention education in the context of English language arts courses, grades 10-12. Professional development for health education will include tobacco prevention education components.

NUMBER OF PHYSICALLY ACTIVE STUDENTS IN GRADES 3, 7, 11

One of the Department's core business areas is P-12 Education. Physical activity in children and youth is one of the measures for a desired outcome that falls within this core business area. Data for this measure were developed in collaboration with Nova Scotia Health Promotion.

WHAT DOES THIS MEASURE TELL US?

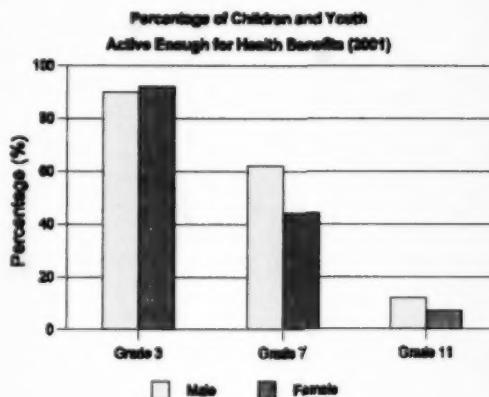
In 2001, a representative sample of Nova Scotian children and youth in grades 3, 7 and 11 wore a motion counter on their hips for seven days to assess current activity levels. Being an objective measure of physical activity in children and youth, it eliminates some of the weaknesses of self report or parent proxy measures.

For healthy growth and development, children need to accumulate at least 60 minutes of moderate or greater intensity activity on five or more days of the week. According to Canada's Physical Activity Guide for Children, this has a range of benefits including strong bones and muscles, achievement of a healthy weight, and physical self esteem. Documented increases in the Body Mass Index (BMI) levels of children and youth in most Western nations is likely a result of a decrease in physical activity combined with poor dietary habits. It is also known that inactive children grow up to be inactive adults.

REPORTING ON 2004-05 TARGETS

In 2001, the percentage of children and youth who accumulated at least 60 minutes of moderate or greater physical activity during 5 days of the week was as follows:

- Gr 3 90% of boys and 92% of girls
- Gr 7 62% of boys and 44% of girls
- Gr 11 12% of boys and 7% girls



A repeat of this study is planned every 4 years with the second assessment scheduled for 2005-2006. There are no comparable Canadian statistics since Nova Scotia is the only jurisdiction to have objectively measured physical activity on a population basis.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Nova Scotia's goal for 2009-10 is to maintain the grade three activity levels and raise grade seven and grade eleven levels by 10 percentage points:

- Grade 3 maintain at 90% for boys and 92% for girls
- Grade 7 to 72% for boys and 54% for girls
- Grade 11 to 22% for boys and 17% for girls

The cooperation of family, school, and community will be required to achieve these goals. Initiatives such as the Active Kids/Healthy Kids Strategy, Health Promoting Schools, and Sport Animators will contribute to reaching this goal.

NUMBER OF COURSES IMPLEMENTED TO REFLECT ETHNOCULTURAL DIVERSITY

One of the Department's core business areas is P-12 education. The number of courses implemented that reflect ethnocultural diversity is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The measure tells us how many courses that reflect ethnocultural diversity are available to students in the public school program.

REPORTING ON 2004–05 TARGETS

The target for this measure was to implement an additional four courses that reflect ethnocultural diversity. Since 2002, four courses that reflect ethnocultural diversity have been introduced: African Heritage Literature 12, African Canadian Studies 11, Gaelic Studies 11, and the revised Mik'maw Studies 10.

In the 2004–2005 school year, work on Mi'kmaw Language 7, 8 and 9 was contracted out and will continue in 2005–2006. An African Heritage Literature 12 guide and learning resources were published and distributed.

WHERE DO WE WANT TO GO/BE IN THE FUTURE

Continue the development of curriculum that reflects ethnocultural diversity and expand opportunities for such curriculum at other grade levels.

P-12 COMPUTER RATIO

One of the Department's core business areas is P-12 Education. The P-12 computer ratio is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

There are three measures that can be included for this item. The first reports the ratio of total students to total computers. The second reports the ratio of total students to current computers, where current computers are defined as those computers with PII-266 MHZ or better (note that the availability of current computers will enable students to effectively use current software). The last measure reports the number of classrooms with three or more current computers.

The Information Economy Initiative (IEI) Extension has provided 2,384 new computers to grade 7 classrooms throughout Nova Scotia. An additional 3,774 computers were provided to schools through the Technology Recycling Program, a private-public partnership that refurbishes used computer equipment for distribution to schools throughout Nova Scotia. These computers support student learning and achievement in the Nova Scotia Public School Program and help prepare students to function and compete in today's labour market where technology and communications are so important.

REPORTING ON 2004-05 TARGETS

The target for this measure was a ratio of five students per current computer overall, with access to three or more computers in each learning space. This target was achieved: as of March 31, 2005, there were 3.8 students for every computer, and 4.4 students for every computer with PII-266 MHZ or better. A total of 3,136 classrooms, or 44% overall, had three or more current computers.

**P-12 Computer Ratio and Number of Classes
with Three or More Computers**

	2002	2003	2004	2005
Ratio of Total Students to Total Computers	6.2	5.1	4.4	3.8
Ratio of Total Students to Current Computers	9.3	6.7	5.4	4.4
Number of Classrooms with 3 or More Current Computers	2,088	2,111	2,856	3,136

Source: Nova Scotia Department of Education, March 31 figures.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Target ratios vary from 8:1 in grades primary-2 ,to 2.5:1 in grades 7-12. We need to replace approximately 7,000 older computers per year. Both the IEI and the Technology Recycling Program will help provide computers to our schools.

NUMBER OF RECOMMENDATIONS OF BLAC REPORT THAT HAVE BEEN IMPLEMENTED

One of the Department's core business areas is P-12 Education. The number of recommendations of the BLAC Report that have been implemented is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure tracks the number of recommendations that have been implemented to date. Note that it does not indicate which recommendations are more important than others.

The Black Learners Advisory Committee (BLAC) Report on Education was completed in 1994. The report is intended to assist government in creating an education system which is equitable, accessible and inclusive for all learners. Recommendations in the report encompasses all education from pre-school through to post-secondary education, as well as adult education. The Department has reviewed the status of the BLAC Report and has developed a strategy for the full implementation of the recommendations.

REPORTING ON 2004-05 TARGETS

As of 2004, 22 of the 30 recommendations were implemented and 4 others initiated.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

It is expected that by 2006-2007, all of the recommendations will have been initiated and/or implemented.

PERCENTAGE OF SCHOOLS IN-SERVICING THE RACIAL EQUITY POLICY

One of the Department's core business areas is P-12 Education. The percentage of schools, in-servicing the Racial Equity Policy is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure is the percentage of schools in-servicing the new Racial Equity Policy. It is important that school staff receive in-servicing of the Racial Equity Policy to ensure its proper implementation and understanding.

REPORTING ON 2004-05 TARGETS

The 2004-2005 target for this measure was to have 100% of schools in-serviced on the Racial Equity Policy. 100% of elementary schools have been in-serviced on the Racial Equity Policy. In 2004-2005 each elementary school had a lead team of three individuals participate in a one-day professional development session.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is that 100% of junior high schools will be in-serviced in 2005-2006.

REPORTING OF ASSESSMENT RESULTS

One of the Department's core business areas is P-12 Education. The reporting of assessment results is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

One of the commitments of Government was to provide improved student reporting to parents. This will enable parents to have accurate, regular information about their children's progress. The Department is reporting on these results through the *Minister's Report to Parents*. This measure indicates whether or not this report was produced and released so parents have access to the information.

REPORTING ON 2004-05 TARGETS

The target for this measure was to produce and release the *Minister's Report to Parents* annually.

The first *Minister's Report to Parents*, containing results from the 2001-2002 school year was released in March 2003 and the second report was released in March 2004. The *Minister's Report to Parents* contains assessment results for language arts, mathematics and science in provincial, national, and international tests. The report can be found on the Program of Learning Assessment in Nova Scotia website: <http://plans.ednet.ns.ca>.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

The *Minister's Report to Parents* will continue to be produced and released annually and its content will be enhanced with additional information and assessment results.

PERCENT OF PUBLIC LIBRARY USE THROUGH THE VIRTUAL LIBRARY

One of the Department's core business areas is Higher Education. Use of the Virtual Library is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows access to public library services through their web sites, as a percentage of total visits. Public libraries are increasingly using technology to provide library services remotely. This allows Nova Scotians to use their libraries from their homes and workplaces, at any time of day.

REPORTING ON 2004–05 TARGETS

The target for this measure was to increase the percent of use from the baseline of 27% in 2002–2003. This target was achieved; in 2003–2004, 33.6% of total library visits were through the Virtual Library and in 2004–2005, 44% of visits were virtual.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Several initiatives are underway to support this, including promotion of use of remote access and increasing the number of resources which are available on-line.

NOVA SCOTIANS WITH POST-SECONDARY EDUCATION

One of the Department's core business areas is Higher Education. The percentage of Nova Scotians with post-secondary education is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure shows the percentage of Nova Scotians aged 25–54 that have a post-secondary certificate, diploma, or degree. Education is a key variable in improved employment prospects and higher earnings. The attainment of post-secondary education prepares Nova Scotians for the labour market. Research conducted by the federal government suggests that 70% of new jobs will require some form of post-secondary education.

REPORTING ON 2004–05 TARGETS

The target for this measure was to increase the percentage of Nova Scotians aged 25–54 that have a post-secondary certificate, diploma, or degree over the baseline data of 58% in 2000. In 2004, 62% of Nova Scotians aged 25–54 had a post-secondary certificate, diploma, or degree, up from 60.8% in 2002. The percentage of Nova Scotians 25–54 with post-secondary education remains higher than the national average of 59.1%.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Several initiatives are being undertaken to help with access to post-secondary education.

- \$123 million is being invested in the Nova Scotia Community College between 2003 and 2007 to upgrade existing campuses and to construct a new Metro campus, moving the College infrastructure toward the national benchmark for college education, and increasing capacity by 2,500 seats.
- A Memorandum of Understanding (MOU) with the universities was put in place for the period 2005–06 to 2007–08 which will guarantee funding and control tuition fee increases. Over this period, the parties to the MOU will discuss system efficiencies and partnership savings, research strategies, how the universities can support the economic strategy of the province, improving accessibility for under-represented groups, and improving the credit transfer process.
- A new debt reduction program was introduced in 2003 and further funding is committed to this program for 2006–07 and enhancements have been made to the student loan program to provide more funding to more students.

Percent of Nova Scotians and Canadians,
25–54, with a Post-Secondary Education



Source: Statistics Canada, Labour Force Historical Review

□ NS ■ Canada

NUMBER OF DIPLOMAS, CERTIFICATES, AND DEGREES ISSUED BY NOVA SCOTIA INSTITUTIONS

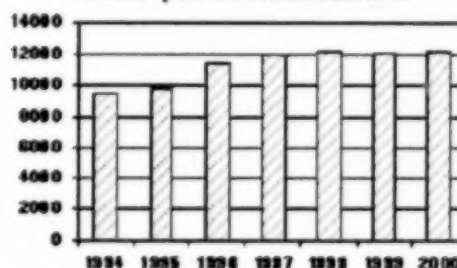
One of the Department's core business areas is Higher Education. The number of diplomas, certificates, and degrees issued by Nova Scotian institutions is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

This measure reports the number of diplomas, certificates, and degrees issued by Nova Scotian institutions. It includes community college diplomas, undergraduate level diplomas and certificates, graduate level diplomas and certificates, bachelor's and first professional degrees, Master's degrees and earned doctorates.

This measure indicates the capacity and ability of Nova Scotia institutions to provide post-secondary education.

of Diplomas, Certificates, and Degrees Issued by Nova Scotia Institutions



Source: Statistics Canada Table 31 (Education in Canada Format)

REPORTING ON 2004-05 TARGETS

The target for this measure was to increase the number of diplomas, certificates, and degrees issued by Nova Scotian institutions. In 2000, Nova Scotian institutions issued 12,223 diplomas, certificates and degrees, showing a slight increase over the 12,124 issued in 1998. There were no new data for this measure in 2004-2005.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have this percentage continue to increase. Several initiatives are being undertaken to help with access to post-secondary education.

- \$123 million is being invested in the Nova Scotia Community College between 2003 and 2007 to upgrade existing campuses and to construct a new Metro campus, moving the College infrastructure toward the national benchmark for college education, and increasing capacity by 2,500 seats.
- A Memorandum of Understanding with the universities was put in place for the period 2005-06 to 2007-08 which will guarantee funding and control tuition fee increases. Over this period, the parties to the MOU will discuss system efficiencies and partnership savings, research strategies, how the universities can support the economic strategy of the province, improving accessibility for under-represented groups, and improving the credit transfer process.
- Ensuring that education and training opportunities at the NSCC are linked to economic opportunities in the province.
- A new debt reduction program was introduced in 2003 and further funding is committed to this program for 2006-07 and enhancements have been made to the student loan program to provide more funding to more students.

NUMBER OF CERTIFICATIONS ISSUED THROUGH THE NOVA SCOTIA APPRENTICESHIP PROGRAM

One of the Department's core business areas is Skills and Learning. The Apprenticeship Program is one measure of outcomes that fall within this business area. The program also operates under the authority of the *Apprenticeship and Trades Qualifications Act, General Regulations* and specific trade regulations.

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the number of individuals pursuing and obtaining certification in designated trades.

Certifying skilled trades professionals is critical to industry and the economic health of Nova Scotia. Under the Act, the Department is obligated to provide access to training and certification in designated trades.

Participation in Apprenticeship Programs*

Year	# of Active Apprentices	# of New Registrations	# Apprentices accessing theory training	# of Certificates of Qualification Issued
1999-00	3806	1212	1528	660
2000-01	4070	1216	1684	787
2001-02	4586	1126	1816	641
2002-03	4810	1049	1978	800
2003-04	4327	875	2091	648
2004-05	4383	937	2178	719

*Statistics at fiscal year-ends

REPORTING ON 2004-05

TARGETS

The target for this measure was to increase the number of certifications issued from 641 in the base year of 2001. Over the past number of years, participation in the Apprenticeship Program has increased. The demand for certified tradespeople continues to grow.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to continue to increase the number of participants and program completions.

PARTICIPATION IN THE NOVA SCOTIA SCHOOL FOR ADULT LEARNING

One of the Department's core business areas is Skills and Learning. Participation in the Nova Scotia School of Adult Learning is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the number of Nova Scotians participating in literacy and upgrading programs through the Nova Scotia School for Adult Learning. The Nova Scotia School for Adult Learning supports the delivery of adult education programs that allow Nova Scotians to improve their literacy skills and earn credits toward the Nova Scotia High School Graduation Diploma for Adults.

Nova Scotians need opportunities to continue to learn throughout their lives. As the labour market changes Nova Scotians need to develop new skills, improve their literacy, and upgrade existing skills. It is not enough just to provide access to programs, we need to ensure that Nova Scotians participate in these programs. This measure is an indication of participation of adults in lifelong learning.

REPORTING ON 2004-05 TARGETS

The target for this measure was to have 4,200 Nova Scotians participating in literacy and upgrading programs through the Nova Scotia School for Adult Learning. In 2004-2005 approximately 4,900 Nova Scotians participated in programs supported through the Nova Scotia School for Adult Learning.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

As the need for life long learning continues to grow, it is expected that there will be an increase in program availability leading to greater participation of adult Nova Scotians.

NOVA SCOTIANS RECEIVING THE HIGH SCHOOL GRADUATION DIPLOMA FOR ADULTS

One of the Department's core business areas is Skills and Learning. The number of adult Nova Scotians receiving a high school graduation diploma is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the number of adult Nova Scotians receiving the high school graduation diploma for adults.

A high school diploma is recognized as the minimum credential required for entry into the labour force and to meet the entrance requirements for many post-secondary institutions. Nova Scotians need opportunities to engage in learning opportunities that lead to the completion of a secondary credential. The previous measure is an indication of participation in programs; this measure is an indicator of how successful participants and the programs are in reaching the participant's goal of receiving a high school graduation diploma for adults.

REPORTING ON 2004–2005 TARGETS

The target for this measure was to increase the number of adult Nova Scotians receiving the high school graduation diploma for adults from 154 in the base year of 2001. During the school year ending June 2004, approximately 430 Nova Scotians received the Nova Scotia High School Graduation Diploma for Adults.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

As the need for credentials continues to grow and the access to relevant programs continues to expand, it is expected that the number of adult Nova Scotians receiving the Nova Scotia High School Graduation Diploma will increase over time.

PARTICIPATION IN WORKPLACE EDUCATION PROGRAMS

One of the Department's core business areas is Skills and Learning. Participation in Workplace Education Programs is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the number of workplaces participating in Workplace Education Programs and the number of programs provided.

Upgrading of skills is important for Nova Scotians to keep current in today's labour market. It is important that employers, in conjunction with the Department, provide access to these programs through initiatives such as the Workplace Education Program.

REPORTING ON 2004-05

TARGETS

The target for this measure is to increase the number of participants in Workplace Education Programs from 1000 in the base year of 2001. Over the past three years the number of workplaces participating in the Workplace Education Programs and the number of programs offered have been stable.

Participation in Workplace Education Programs

Year	# Workplaces Participating	# Programs Offered	# Participants*
1999-00	31	88	880
2000-01	37	108	1080
2001-02	49	119	1190
2002-03	46	121	1210
2003-04	48	101	1200
2004-05	45	122	1220

*Estimated

Source: Nova Scotia Department of Education

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Our target is to have these numbers continue to increase.

SUCCESSFUL COMPLETIONS OF THE GED TEST

One of the Department's core business areas is Skills and Learning. The General Educational Development (GED) Test is an internationally recognized high school equivalency test for adults. The GED Testing Service issues high school equivalency certificates to successful candidates, which is one of the measures for a desired outcome that falls within this core business area.

WHAT DOES THIS MEASURE TELL US?

The measure provides data on the numbers of Nova Scotians who have passed a series of five tests, demonstrating that they have skills that correspond to those of graduating high school students, and who have acquired a high school equivalency. The five tests in the GED include Language Arts Reading, Language Arts Writing, Mathematics, Social Studies and Science. Acquiring the GED increases employability since it is widely recognized by employers in the province. It also opens some doors to further education and training.

REPORTING ON 2004–2005 TARGETS

The initial target for this measure was 1,700 however, this number has been revised to 900. Fewer people are writing the GED tests. The completion rate for the Nova Scotia High School Graduation Diploma is steadily increasing over time, and the Nova Scotia High School Graduation Diploma for Adults, which began in 2001, provides another option for adults. Also, in 2002 a new series of GED tests was introduced and a deadline was established to phase out the older test. A disproportionate number of tests were written in order to meet the deadline.

From January to December 2004, of the 1330 Nova Scotians who wrote the GED test, 707 passed and acquired the Nova Scotia High School Equivalency Certificate.

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

It is expected that the number of adult Nova Scotians receiving the Nova Scotia High School Equivalency Certificate through the GED testing process will remain steady over time.

NUMBER OF ISSUES ADDRESSED BY YOUTH

Supporting youth input into government decision making is a core business function of the Youth Services Division of the Skills and Learning Branch. Primary activities include providing support to the Nova Scotia Youth Advisory Council (YAC) and the Provincial Student Education Council (PSEC).

WHAT DOES THIS MEASURE TELL US?

The measure provides us with data on the number of issues addressed through the Nova Scotia Youth Advisory Council (YAC) and the Provincial Student Education Council (PSEC). Both Councils provided valuable feedback on issues that were important to government.

It is important that Nova Scotia youth have the opportunity to voice their opinions on issues that affect them. The NSYAC and PSEC provide youth with an active voice on policies, programs, and legislation that affect them.

REPORTING ON 2004–05 TARGETS

The target for this measure was to have the YAC consulted on all policies, programs, and legislation that affects youth, and have PSEC be consulted on secondary school issues.

Since the creation of the PSEC in January 2002, the Council has provided the Department with feedback and insight on issues from a student's perspective. The YAC has been consulted on numerous occasions and has provided government departments with the opportunity to have the viewpoint of youth on policies and programs.

Number of issues addressed by the Councils from 2001 to 2005

Council	2001-2002	2002-2003	2003-2004	2004-2005
YAC	8	8	13	11
PSEC	n/a	5	8	7

WHERE DO WE WANT TO GO/BE IN THE FUTURE?

Processes will be in place to ensure timely recruitment and appointment of members to the councils. In addition, bi-annual strategic planning exercises for both councils will determine council priorities and goals and monitor their implementation.

CHANGES TO THE DEPARTMENT OF EDUCATION OUTCOME MEASURES

Measures removed from this report due to discontinuance in 2005–2006:

Percentage of Schools implementing physical education safety guidelines

The *Physical Education Safety Guidelines* were distributed to schools boards and schools in the 2002–2003 school year and the target that 100% of the schools be implementing the guidelines during the 2002–2003 school year was met.

Percentage of schools implementing science safety guidelines

The guidelines were not published until Spring 2005. It is felt that this measure was not effective in measuring change, and the decision was made to remove it.

Percentage of grade 8 students reporting that they agree with the statement “I feel safe from personal harm”

The survey is not anticipated to be repeated.

Number of hits on interactive website and downloads of resource material

The web site is not yet publicly released.

Percent of PSE students attending NSCC

This measure was replaced with a new measure in the 2005–2006 Business Plan: *Enrolments at Community Colleges* which will more accurately measure progress towards achieving the outcome “Increased accessibility to post-secondary education”.

Percent of students who default on their student loan payments

Default rates have been replaced with repayment rates. The department is developing a new methodology for calculating rates; the old method was not accurate in that it did not account for repayment of loans.

Percent of Nova Scotians aged 18-24 accessing post-secondary education

This measure was replaced with a new measure of post-secondary enrolments in the 2005-2006 Business Plan, *Nova Scotians Enroled in Universities and Community Colleges*, which will more accurately measure progress towards achieving the outcome “Increased accessibility to post-secondary education”.

Number of Young Nova Scotians participating in career and related employment opportunities

The Provincial Employment Program is no longer administered by the Department of Education.

Number of youth participating in discussions of issues on the Nova Scotia Youth Secretariat website bulletin board.

In 2004–2005 the bulletin board was under-utilized as a result of the need for website upgrading. Given this, it is difficult to measure of the number of youth participating in discussions of youth-related issues through participation on the website bulletin board. The department is currently examining the need for a website refresher.

New measures added to the 2005–2006 Business Plan to replace some discontinued measures will be reported on in the 2005–2006 Department of Education Accountability Report:

- Enrolment at the Nova Scotia Community Colleges
- Average Nova Scotia student loan amount
- Number of Nova Scotia student loans issued
- Nova Scotians Enroled in universities and community colleges
- Number of youth participating in discussions of issues in the Youth Advisory Council (YAC), Provincial Student Education Council (PSEC) and other forums

